

Missouri Department of Elementary and Secondary Education
Division of Special Education

PROBING QUESTIONS

Purpose: These questions are intended to assist a district while looking at and drilling down their data.

Essential Question #5: Are students with disabilities prepared for success beyond high school?*

Data Review Questions

- What do the trends in graduation and dropout rates for students with disabilities indicate?
- What percent of transition plans met the criteria?
- What percent of students who left school are employed or continuing in some type of post-secondary school?
- How do graduation/dropout rates compare across disability categories?
- Is a drill down process of data analysis used to determine why students are dropping out? Which students are dropping out of school? Ages, disabilities, placements, discipline?
- By disability, what do comparisons of child count percentages to dropout percentages indicate?
- How do graduation and dropout rates differ between students with disabilities and non-disabled students?
- How do post-graduate follow-up percentages for IEP students compare to the State's? To all students? To similar districts?
- What is the district's method of determining the reasons a SWD drops out?
- Is there a process in place that identifies and works with students with disabilities at risk of dropping out?

Instructional Programs/Models Questions

- How does the agency evaluate its At-Risk program and what evidence is there to support that the program is effective, particularly for students with disabilities?
- What coursework does the district have to meet the transitional needs of students with disabilities?
- What curriculum is available for the students in your district with more severe disabilities? How does the district monitor these technical programs to assure progress for students with disabilities, successful transition to work and follow-up post-school outcomes for your students with disabilities?
- Are there differences in career education participation rates of students with disabilities compared to the general population? How are decisions regarding enrollment in career education classes made for students with disabilities? Are accommodations made to provide greater access without modifications to program

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learner objectives such as extending program completion timelines?

- What are the entrance requirements to career education courses and programs? How does your public agency ensure that students with disabilities have equal opportunity to access these courses and programs?
- What does your district do to make sure that every student has an opportunity to participate in a career program of his/her choice?
- What kinds of work-based learning, service learning, and career preparation experiences are available to students with disabilities in your public agency?
- What types of work experience programs are available to students with disabilities? How is assistance provided to help student with disabilities access work experience programs?
- Is there a variety of career and vocational classes available in technological and non-technological areas to meet the needs of student with disabilities? What are they?
- Do youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training?
- Are a variety of community-based job sites available to students with disabilities and utilized based on individual student need?
- Are youth aware of and have access to work-based learning (programs that connect classroom curriculum to learning on job sites in the community), service learning (programs that combine meaningful community services with academic growth and civic responsibility) and career preparatory experiences such as job shadowing and information interviewing?
- Do youth participate in quality work experiences prior to exiting school (e.g. apprenticeships, mentoring, paid and unpaid work, service learning, school-based enterprises, on-the-job training, internships, etc.)?
- Describe how decisions regarding enrollment in career education classes are made for students with disabilities.
- Do schools, employers and community partners collaboratively plan and design career preparatory courses, programs and activities that support quality standards, practices and experiences?
- Do youth participate in varied activities that encourage the development of self-determination and self-advocacy skills?
- Do youth identify and access resources in their community?
- What is available to help students who are not on track to graduate with a regular diploma?
- What behavioral and academic interventions does the public agency have in place for students with disabilities who are at risk of dropping out?
- Are behavioral and academic interventions in place for at-risk students? Do teachers know how to refer students and/or access at-risk services?

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Professional Development Questions

- How are staff trained in quality post-secondary transition plan development?
- Has training in teaching self-determination and self-advocacy skills to secondary students with disabilities been provided to staff?

Accommodations/Modifications Questions

- What behavior management techniques do teachers use? How is the effectiveness of these techniques measured? How do the behavior management techniques used by general education teachers differ from special education teachers?
- How does your district collaborate with your area career/technical schools to make sure that students with disabilities are receiving services, accommodations and modifications as set in their IEPs

File Review Questions

- Number of files reviewed. By grade/race?
 - Number meeting criteria
 - Number not meeting criteria and reasons why
- Do the results of file reviews indicate areas where improvement/correction is needed?
- Do present levels of performance include parent's thoughts relative to transitional needs?
- Are transition plans based on student's needs, preferences and interests?
- Do counselors participate in students' transition plans and assist with scheduling course work?
- Do transition plans contain goals and objectives that pertain to and can lead to the post-secondary outcomes(s) specified?
- Are students' courses of study based on goals and objectives?
- Are four year plans based on students' transition plans? Do transition plans drive the four year plan and not the reverse?
- Do transition goals and objectives show evidence of sequential growth from year to year?
- Do transition goals and objectives promote movement from school to work or post-secondary education or training?
- Are graduation expectation specified on IEPs? Credit vs. achievement of IEP goals? Trends by disability?
- What transition skill areas are addressed and implemented successfully on IEPs? Which are not being implemented successfully?

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Student Involvement Questions

- How does the district encourage student participation in IEP development and ensure that student preferences and interests are related to post-school plans?
- Describe the activities and programs used to help the student identify their areas of interest and personal strengths and weaknesses.
- What information is provided to students regarding other service agencies, such as those that deal with employment, adult living, community access and continuing education, and/or recreational leisure?

Parental Involvement Questions

- How are parents involved in improving services for students with disabilities?
- How are parents involved in the transition planning process to help students prepare for life after high school?

Low Incidence Disabilities Questions

- How many visually impaired/blind students have been or will be referred to Rehabilitative Services for the Blind (RSB)? When were they referred? What kinds of transition services have they or will they receive from RSB?

*Includes questions related to SPP Indicators 1, 2, 13 and 14